YUKON LITERACY STRATEGY

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Yukon
Education

Coalition for Yukon Literacy

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YUKON LITERACY STRATEGY

ENGLISH SUMMARY

INTRODUCTION

UNESCO, in its Statement of the International Committee of Experts in Literacy (Paris, 1962), defines Basic Literacy as follows:

> *A person is literate who can with understanding both read and write a short simple statement of his / her everyday life.*

It defines Functional Literacy as:

> *The ability to engage in all those activities in which literacy is required for effective functioning of his / her group and community and also for enabling him / her to continue to use reading, writing, and calculation for his / her own and the community's development.*

These definitions do not include all aspects of literacy or all outcomes hoped for as literacy skills improve, nor do they include all the goals of literacy plans. They serve only as basic goals for a strategy.

PRINCIPLES

- Everyone has a right to a basic education. Literacy skills are an important part of a basic education.
- All areas of literacy improvement are worthy of support by educators, training institutions, government, and the public. This strategy commits the Coalition for Yukon Literacy to dealing with all literacy concerns.

- Literacy is basic to community, social, cultural, economic, and political development.

- The Yukon is a multi-cultural society. Literacy in the language of a culture is needed if that culture is to be maintained.

- Literacy training is the responsibility of everyone, not only formal education experts. It is an area in which all agencies, society, and individuals have a part to play. Support for literacy education is needed in all places where it occurs: schools, college programs, the home, and the workplace.

- Improving literacy is part of a life-long learning process, whose range, pace, and purpose is determined by the learner's desires, abilities, and needs. To meet the different needs of literacy clients, many delivery methods and agents must be used.

- Because of the many literacy training needs and limited resources, priorities must be set.

- This strategy puts the focus on providing the most basic needs first, and does not overlook other literacy demands. It gives first attention to those areas where the need is greatest.

- All people of the Yukon must have an opportunity to get help with basic and functional literacy training. The *Yukon Economic Strategy* gives government the goal to "establish programs so that all Yukoners can achieve literacy." (page 20).

- Individuals who do not have basic literacy skills are limited in all areas of life. Every Yukoner must have a chance:

    - to begin the learning process (Basic Literacy); and

- to improve on those skills needed in daily life (Functional Literacy).

PURPOSE

The purpose of this strategy is to help Yukon people to achieve basic and functional literacy. This purpose agrees with the *Yukon Training Strategy's* move toward training to meet economic needs. Literacy is basic to economic activity and to training itself. Functional literacy includes those literacy skills needed to reach economic goals.

Literacy is only one part of an overall training strategy which is, in turn, one part of Yukon development strategies. Literacy training must help people reach their goals and must be consistent with both the *Yukon Economic Strategy* and the *Yukon Training Strategy*. These two strategies recognize that training is only one part of an overall economic and social development program. Literacy training must be seen as one part of an overall training and education plan, not as an isolated skill.

EXISTING SITUATION

Literacy skills in the Yukon tend to be either very high or very low. This is more a result of population growth patterns than of educational policy. The gap between the highly literate and those lacking literacy skills must be addressed by this strategy.

It is hard to count the number of people who lack basic literacy skills. Many people hide their difficulties with reading and writing. In these cases, it is hard to apply normal study methods. Measuring the size of the problem is harder in the Yukon than in other parts of Canada because of:

- a large "short term" population;

- isolated and small communities;
- the use of many languages;and
- an unwillingness to take part in more surveys and studies.

We know that many people are not literate in English, French, or a First Nation language. We know that the problem is greatest in rural areas. We know that, generally, literacy levels are lower in the First Nations community than in the non-Native community because written forms of First Nations languages have not been as widespread as English and French. And we know that in the non-Native community, literacy levels are lower among French speakers than among English speakers.

To measure changing literacy needs is part of this strategy and will help in deciding what needs are most important and which programs will best meet those needs. A strategy must be able to change as the needs change.

OBJECTIVES

The *Yukon Training Strategy* sets out the scope of a literacy strategy as follows:

Developing the Skills Necessary for Training

The government will develop a comprehensive Literacy Strategy, in consultation with other stakeholders, to ensure that all Yukoners have the opportunity to become literate, and to acquire basic education and life skills training in their communities. The strategy will also provide for the following:

- *Integration into employment training of the basic skills necessary for the successful completion of training, and upgrading of these skills as further training requires;*

- *development of links between training and employment;*

- *extension of Adult Basic Education and Life Skills training, and integration with jobs skills training;*

and,

- *working with unions and employers to develop and implement workplace literacy programs.*

These goals are far reaching. With limited resources, it will take time to meet them. Priorities of this strategy will be:

- to support programs that will best meet the goals listed above; and
- to serve the greatest needs first.

PRIORITIES

Although the individual learner decides the value and purpose of literacy training, the five priorities listed below show areas of greatest need. These priorities are:

- community-based basic literacy;
- literacy programs for employment in new projects;
- making literacy part of on-going employment skills training;
- workplace literacy programs for the employed; and
- expansion of literacy training, adult basic education, and life skills training.

To deal with these priorities, we must begin by:

- identifying where there are no programs;
- identifying areas of greatest need, and meeting those needs;
- providing opportunities for people to gain basic literacy skills;
- combining literacy programs with training programs; and
- making literacy training a part of social, community, and economic development.

1. Community-Based Basic Literacy

Literacy skills are basic to educational progress. They provide access to training and employment opportunities. Therefore, literacy must be a basic part of any training plan. Everyone, everywhere, must have the opportunity to get these basic skills. The chance to become literate in one's home community is limited in rural areas, where the need for basic literacy training is the greatest. Existing programs do not reach many rural communities, facilities are often limited, and literacy tutors may not be available.

Formal education styles do not work well in small, rural communities. Reasons for this include:

- limited numbers of students;
- lifestyle;
- culture; and
- economic necessity.

Basic literacy programs in small rural communities work best when the community itself runs them. Literacy programs and goals can then be designed for the specific community and its literacy training needs.

Approach:

The government will support basic literacy programs which are started and maintained by a community-based group. These programs must be of a size and nature suited to the needs of the community. The programs must be designed so that the learner and the program can be evaluated easily. Ties to advanced literacy training and Yukon College community campus programs are preferred. Support will be provided for:

- organizing community literacy groups; and
- program development and tutor/instructor training conducted through government or other member organizations of the Coalition for Yukon Literacy.

2. Literacy Programs for Employment in New Projects

The *Yukon Training Strategy* deals with improving the skills needed for employment and other economic purposes. Literacy skills are needed for most economic activity and, in general terms, are promoted by the *Yukon Training Strategy.*

The more directly literacy training is linked to economic activity, the greater the benefit to the individual and to the Yukon. Economic return encourages people to improve their literacy skills. The promise of a better lifestyle and better earnings is often the first reason to improve literacy skills. It increases learning speed and achievement, and gives people a reason to continue learning and to remember the skills they learn. For these reasons, and because of the employment opportunities they offer, project-related literacy programs are a high priority.

The "boom and bust" nature of the Yukon economy means that the chance to set up project-related literacy programs is not always possible. It is important to take advantage of opportunities when they do arise. This may affect other priorities, so the strategy must be flexible.

In rural communities, literacy skills and earnings are often low. When economic chances arise, rural residents must be given the first chance to gain from them.

Approach:

The government will support literacy training needed by Yukoners for employment in projects in or near their communities. Literacy programs linked to economic opportunity for rural residents will be given highest priority. The government will also cooperate with community groups, employers and member organizations of the Coalition to develop and deliver these literacy programs.

3. Making Literacy Part of On-Going Employment Skills Training

Employment training, as well as the employment it leads to, requires basic literacy and numeracy skills. People come to job training with different skill levels, and for some, the lack of these skills makes job training difficult. Employment training programs must supply all the skills needed by the trainees for employment. Literacy, numeracy, and life skills, suited to the needs of the individual, must be part of, not set apart from, a complete training program. This would allow learners to get all the skills they need to reach their employment goals without having to take unrelated courses. Learners would then have faster and more direct access to the jobs they want.

Approach:

The government will support member organizations of the Coalition to combine literacy training with employment training programs.

4. Workplace Literacy Programs for the Employed

Literacy skills are necessary to getting a job, to keeping it, and to progressing in one's career.

Many employees do not have the literacy skills needed to carry out all the tasks of their present job. As a result, businesses find it hard to be productive and competitive.

Other employees, while capable in their present work, do not have the literacy skills needed to keep up with today's ever-changing workplace.

Still others need better literacy skills to advance in their trade, or to be trained for more responsible duties. Higher literacy skills would make some workers more productive and may qualify them for better pay.

Employees, employers, and the economy itself gain from higher literacy skills in the workplace. Government, educators, employees, and employers all have an interest in working together to improve workplace literacy.

Approach:

The government will support, in cooperation with industry and labour, workplace literacy programs. It will also support the development of new programs by member organizations of the Coalition in consultation with industry and labour.

5. Expansion of Literacy Training, Adult Basic Education, and Life Skills Training

Combining new programs with present services will require additional support for literacy training and Adult Basic Education already being delivered by Yukon College, the Yukon Literacy Council, and other organizations.

The approach outlined in both the *Yukon Training Strategy* and this strategy recognizes that basic skills other than literacy and numeracy are often needed for learners to make the transition to employment and further training. The clients for literacy and for life skills training are often the same. Both literacy and life skills training are needed. The use of literacy skills depends on adequate life skills and vice versa.

Some life skills are gained through literacy training itself. However, a training program must guarantee that people have the skills needed to continue their training and career path.

Approach:

Government will continue to support and build upon existing programs. The Coalition for Yukon Literacy will help make Yukon literacy programs more effective by:

- seeing that these programs fit with and build upon each other; and
- evaluating new program proposals with this goal in mind.

The Coalition will also encourage cooperation among its members and help to combine literacy training with other skill training to best meet the complete needs of the client.

SUMMARY

The five priorities listed above are not in order of importance. The Yukon has many small communities, a small population, and an economy that can change a great deal in a very short time. A strategy, if it is to be successful in the Yukon, needs to be flexible.

A single mine opening or a single business closing can affect a large part of the population and sometimes an entire community. Yukon residents must be ready for economic and educational opportunities when they arise, and retraining when it becomes necessary.

Literacy training in rural communities depends on:

- demand within the community;
- changing needs of clients; and
- support by community members and organizations for projects.

Flexibility is needed so that the most effective community projects receive support when they need it. Limited resources demand that priorities be flexible enough to meet critical needs, at critical times, in all priority areas, and that resources are directed to the most effective literacy training.

EVALUATION

The effectiveness of any training is measured by how well it fulfills its purpose. In employment training it is judged by how well it meets the needs of the employer and the employee.

Literacy training is hard to measure because the skill application is not direct. Not all literacy training is for a specific job. When it is, it may take a long time before it can be measured, and may be hard to separate from other skills.

In addition, literacy training is on-going. It has a number of outcomes, including social and life skills, learning and work techniques and habits, and a variety of knowledge and skills learned through the training material.

However, the basic purpose of literacy training is to improve literacy skills. These skills are measurable. The measuring tools are determined by the goals of the literacy program or the goals of the learner. If the purpose is practical, like gaining the ability to read a parts manual, then that ability is the standard of measure. If the purpose of literacy training is general, the measure of success is also general. In either case, intake and output levels, judged by the goals of the program, will form the basis of evaluation. Supported literacy programs will state how they measure success in meeting the goals of a program.

ROLE OF THE COALITION FOR YUKON LITERACY

1. To promote, support, and coordinate adult literacy programs by working with groups serving a variety of clientele across the Yukon.

2. To advise the Yukon Minister of Education on literacy programming and priorities.

3. To monitor implementation of the Literacy Strategy.

4. To periodically review the Literacy Strategy and recommend measures to make it more effective.

5. To provide a channel for literacy groups to take a coordinated approach in obtaining program funding.

6. To assist in the development and coordination of program evaluation.

YUKON LITERACY STRATEGY

SOMMAIRE FRANÇAISE

STRATÉGIE D'ALPHABÉTISATION DU YUKON

Dans cette publication, les termes de genre masculin utilisés pour désigner des personnes englobent à la fois les femmes et les hommes.

INTRODUCTION

Dans sa Déclaration du Comité international d'experts en alphabétisation (Paris, 1962), l'UNESCO définit l'alphabétisation de base comme suit:

(traduction)

> *A atteint un niveau d'alphabétisation de base toute personne capable de lire et d'écrire, en le comprenant, un exposé simple et bref de faits en rapport avec sa vie quotidienne.*

Elle définit l'alphabétisation fonctionnelle comme suit :

(traduction)

> A atteint un niveau d'alphabétisation fonctionnelle toute personne capable d'exercer toutes les activités pour lesquelles l'alphabétisation est nécessaire dans l'intérêt du bon fonctionnement de son groupe et de sa communauté et aussi pour lui permettre de continuer à lire, à écrire et à calculer en vue de son propre développement et de celui de sa communauté.

Ces définitions n'englobent ni les divers aspects de l'alphabétisation, ni les résultats escomptés, ni encore les objectifs des plans d'alphabétisation. Elles ne servent que de fondement à une stratégie.

PRINCIPES

- Chacun a droit à une éducation de base, et l'alphabétisation en constitue une partie importante.

- Tous les efforts d'alphabétisation sont dignes du soutien des

éducateurs, des établissements de formation, du gouvernement et du grand public. En vertu de la présente stratégie, la Coalition for Yukon Literacy s'engage à traiter de toutes les questions liées à l'alphabétisation.

- L'alphabétisation est le fondement de tout développement communautaire, social, culturel, économique et politique.

- Le Yukon est une société multiculturelle. L'alphabétisation dans la langue d'une culture est nécessaire à la préservation de cette même culture.

- L'alphabétisation incombe non seulement aux experts en éducation, mais aussi à tous les citoyens. Tous les organismes et tous les particuliers ont un rôle à jouer dans ce domaine. Les efforts d'alphabétisation doivent également être soutenus partout où ils sont déployés, que ce soit à l'école, dans les établissements d'enseignement supérieur, au foyer ou au travail.

- L'alphabétisation fait partie d'un processus d'apprentissage qui dure toute une vie et dont la portée, le rythme et l'objectif sont fonction des désirs, des aptitudes et des besoins de la personne qui apprend. Pour répondre aux divers besoins des analphabètes, il faut mettre à contribution diverses méthodes et divers agents.

- Comme les besoins en alphabétisation sont nombreux et les ressources limitées, il importe d'établir des priorités.

- La présente stratégie vise principalement à répondre aux besoins les plus fondamentaux en premier, sans toutefois négliger les besoins secondaires. Elle accorde la priorité aux domaines où les besoins sont les plus urgents.

- Tous les citoyens du Yukon doivent avoir accès à l'alphabétisation de base ou à l'alphabétisation fonctionnelle. La *Yukon Economic Strategy* donne au

gouvernement le mandat de mettre sur pied des programmes qui permettront à tous les Yukonnais de s'alphabétiser (page 20).

- Les analphabètes de base éprouvent de la difficulté à fonctionner normalement dans tous les domaines. Chaque Yukonnais doit avoir l'occasion:

  - d'entamer le processus d'apprentissage (alphabétisation de base);
  - de perfectionner les compétences nécessaires dans la vie de tous les jours (alphabétisation fonctionnelle).

RAISON D'ÊTRE

La présente stratégie a pour but d'aider les Yukonnais à atteindre un niveau d'alphabétisation fonctionnelle ou de base. Cet objectif est conforme à l'esprit de la *Yukon Training Strategy*, qui vise à accroître les possibilités de formation afin de relever les défis économiques. L'alphabétisation constitue le pivot de l'activité économique et de la formation même. L'alphabétisation fonctionnelle comprend l'acquisition des compétences nécessaires pour atteindre des buts économiques.

L'alphabétisation ne représente qu'une partie de la stratégie de formation globale du Yukon, qui, à son tour, ne constitue que l'une des stratégies de développement du gouvernement territorial. Tout en aidant les particuliers à atteindre leurs buts, l'alphabétisation doit être conforme à la *Yukon Economic Strategy* et à la *Yukon Training Strategy*. Ces deux stratégies reconnaissent que la formation ne constitue qu'une partie de tout programme global de développement économique et social. L'alphabétisation doit être considérée comme élément d'un plan global de formation et d'éducation, et non comme moyen d'acquérir des compétences isolées.

SITUATION ACTUELLE

Au Yukon, le niveau d'alphabétisation a tendance à être soit très élevé, soit très bas. Cette situation résulte plus des modèles de croissance démographique que de la politique d'éducation du territoire. La présente stratégie doit fournir un moyen de combler l'écart entre les citoyens hautement instruits et les analphabètes.

Il n'est pas facile de dénombrer les citoyens qui ne savent ni lire ni écrire, car bon nombre d'entre eux cachent leurs difficultés. Le cas échéant, les méthodes de dénombrement normales ne peuvent être utilisées. Il est plus difficile de mesurer l'ampleur du problème au Yukon qu'ailleurs au pays pour les raisons suivantes:

- le Yukon n'est qu'un lieu de résidence temporaire pour un grand nombre de gens;
- il renferme de petites agglomérations isolées;
- on y parle un grand nombre de langues;
- les Yukonnais sont moins enclins à participer à des sondages et à des études.

Nous savons que bon nombre de Yukonnais ne savent ni lire ni écrire leur langue, que ce soit l'anglais, le français ou une langue autochtone. Nous sommes également conscients que le problème est plus aigu en milieu rural. De plus, nous avons constaté que, en général, les niveaux d'alphabétisation étaient plus bas chez les Premières nations que chez les autres Yukonnais, parce que les formes d'écriture des langues autochtones ne sont pas aussi répandues que l'anglais et le français. Enfin, nous savons que, au sein des agglomérations non autochtones, les niveaux d'alphabétisation sont plus bas chez les francophones que chez les anglophones.

Dans le cadre de la présente stratégie, on évaluera les besoins changeants en matière d'alphabétisation, ce qui permettra de déterminer quels besoins sont prioritaires et quels programmes

y répondront le mieux. Pour être efficace, une stratégie doit s'adapter aux besoins changeants.

OBJECTIFS

La *Yukon Training Strategy* décrit ainsi la portée d'une stratégie d'alphabétisation:

Développement des compétences nécessaires à la formation

En consultation avec d'autres intervenants, le gouvernement élaborera une stratégie d'alphabétisation exhaustive, afin de voir à ce que tous les Yukonnais puissent s'alphabétiser, acquérir une éducation de base et devenir fonctionnellement autonomes, et ce, dans leur localité. Dans le cadre de la stratégie:

- *on intégrera dans la formation professionnelle l'enseignement des compétences de base et on offrira des séances de recyclage au besoin;*
- *on établira des liens entre la formation et l'emploi;*
- *on étendra les programmes d'éducation de base aux adultes et d'apprentissage de l'autonomie fonctionnelle, et on les intégrera à la formation professionnelle;*
- *on travaillera avec les syndicats et les employeurs en vue d'élaborer et de mettre en oeuvre des programmes d'alphabétisation en milieu de travail.*

Ces objectifs ont une portée considérable. Les ressources étant limitées, il faudra du temps pour les atteindre. La stratégie aura comme but principal:

- d'appuyer les programmes qui permettent le mieux d'atteindre les objectifs mentionnés plus haut; and

- de répondre aux besoins les plus pressants en premier.

PRIORITÉS

Bien que l'importance et le but de l'alphabétisation varient d'un client à l'autre, les cinq priorités énumérées ci–dessous témoignent des besoins les plus urgents. Voici ces priorités:

- alphabétisation de base dans les agglomérations;
- programmes d'alphabétisation pour de nouveaux projets de travail;
- intégration de l'alphabétisation dans les programmes de formation professionnelle continue;
- programme d'alphabétisation en milieu de travail pour les employés;
- expansion des programmes d'alphabétisation, d'éducation de base aux adultes et d'apprentissage de l'autonomie fonctionnelle.

Pour être en mesure de respecter ces priorités, il faut commencer par:

- cerner les domaines où il n'existe aucun programme d'alphabétisation;
- cerner les besoins les plus pressants et y répondre;
- fournir aux citoyens l'occasion d'apprendre à lire et à écrire;
- combiner les programmes d'alphabétisation aux programmes de formation;
- faire en sorte que l'alphabétisation devienne un élément du développement social, communautaire et économique.

1. Alphabétisation de base dans les agglomérations

Clé de voûte de l'instruction, l'apprentissage de la lecture et de l'écriture permet l'accès à la formation et à l'emploi. Par conséquent, l'alphabétisation doit faire partie de tout

programme de formation. Chaque citoyen, peu importe son lieu de résidence, doit pouvoir acquérir ces compétences de base.

Les possibilités d'instruction sont limitées en milieu rural, et c'est précisément là où les besoins en matière d'alphabétisation de base sont les plus aigus. Les programmes existants ne sont pas offerts dans bon nombre de ces agglomérations, les installations sont souvent limitées et il est parfois impossible d'obtenir les services d'un formateur.

En outre, les modes d'enseignement officiels fonctionnent mal dans les petites agglomérations rurales. En voici les raisons:

- le nombre de participants est moins élevé;
- le mode de vie est différent;
- la culture est différente;
- l'économie est différente.

Les programmes d'alphabétisation de base en milieu rural sont plus efficaces lorsqu'ils sont gérés par l'agglomération elle-même. Ainsi, cette dernière peut concevoir son propre programme, fixer ses propres objectifs et l'adapter à ses propres besoins.

Approche:

Le gouvernement appuiera les programmes d'alphabétisation de base qui sont mis en oeuvre et gérés par un groupe communautaire. Ces programmes doivent être par leur envergure et leur nature conformes aux besoins de l'agglomération. Ils doivent également être conçus de façon que les participants et le contenu puissent être évalués facilement. Il est souhaitable d'établir des liens avec les programmes d'alphabétisation avancée et les programmes offerts au Collège du Yukon. On accordera un soutien pour:

- la création de groupes d'alphabétisation communautaires;
- l'élaboration de programmes et la formation d'enseignants

par le gouvernement ou d'autres organismes membres de la Coalition for Yukon Literacy.

2. Programmes d'alphabétisation pour de nouveaux projets de travail

La *Yukon Training Strategy* vise à améliorer les compétences nécessaires à un emploi et à d'autres fins économiques. Or, pour mener à bien la plupart des activités économiques, il est nécessaire de savoir lire et écrire. En termes généraux, ces compétences sont donc mises en valeur par la *Yukon Training Strategy.*

Plus l'alphabétisation est liée à l'activité économique, plus les particuliers et le Yukon en bénéficient. Les retombées financières encouragent les particuliers à accroître leur niveau d'alphabétisation. La perspective d'une meilleure vie et d'un salaire plus intéressant s' avèrent souvent la raison d'être de lear motivation. La vitesse d'apprentissage et les réalisations s'accroissent, ce qui donne aux particuliers une raison de poursuivre leur formation et de retenir les compétences qu'ils acquièrent. Pour ces raisons, et à cause des possibilités d'emploi qu'ils offrent, les programmes d'alphabétisation liés à des projets de travail sont hautement prioritaires.

L'économie du Yukon fluctue tellement qu'il n'est pas toujours possible de mettre sur pied des programmes d'alphabétisation liés à des projets de travail. Il importe de tirer parti des possibilités lorsque celles–ci se présentent. Comme cette façon de procéder risque d'influer sur les priorités, la stratégie doit être souple.

En milieu rural, le niveau d'alphabétisation et les salaires sont souvent bas. Lorsqu'il se présente des possibilités économiques, on doit donner prioritairement aux résidents de ces agglomérations l'occasion d'en profiter.

Approche:

Le gouvernement donnera son appui à tout programme d'alphabétisation qui permet aux analphabètes yukonnais de trouver un emploi dans leur agglomération ou à proximité, dans le cadre d'un projet de travail. Les programmes d'alphabétisation liés aux possibilités économiques seront prioritaires. Le gouvernement collaborera également avec des groupes communautaires, des employeurs et des organismes membres de la coalition afin d'élaborer et de mettre en oeuvre ces programmes.

3. Intégration des programmes d'alphabétisation dans la formation professionnelle continue

Pour recevoir une formation professionnelle, et pour se faire embaucher, il faut savoir lire, écrire et calculer. Ceux qui reçoivent une formation professionnelle possèdent divers niveaux de compétence, et certains éprouvent des difficultés à suivre les cours en raison de leurs lacunes. La formation doit permettre à ces personnes d'acquérir les compétences nécessaires à leur emploi. Les programmes d'alphabétisation, d'apprentissage du calcul et d'acquisition de l'autonomie fonctionnelle doivent être adaptés aux besoins du client et faire partie d'un programme de formation complet, et non en être séparés. Ainsi, les particuliers peuvent acquérir toutes les compétences dont ils ont besoin pour réaliser leurs objectifs professionnels sans avoir à suivre des cours distincts. Ils ont alors accès plus rapidement et plus directement aux emplois qu'ils convoitent.

Approche:

Le gouvernement accordera de l'aide aux organismes membres de la coalition qui s'efforcent de combiner l'alphabétisation et la formation professionnelle.

4. Programmes d'alphabétisation en milieu de travail pour les employés

Il faut savoir lire et écrire pour trouver un emploi, le garder et progresser dans sa carrière.

Bon nombre d'employés n'ont pas le niveau d'alphabétisation nécessaire pour mener à bien toutes les tâches qui leur sont assignées. Dans ces conditions, les entreprises peuvent difficilement être productives et concurrentielles.

Certains autres employés, tout en menant à bien leurs tâches actuelles, n'ont pas le niveau d'alphabétisation nécessaire pour s'adapter aux changements qui surviennent sans cesse dans le milieu de travail.

D'autres ont besoin d'accroître leur niveau d'alphabétisation pour passer à un niveau hiérarchique supérieur ou pour recevoir une formation qui les prépare à assumer des responsabilités accrues. D'autres encore deviendraient plus productifs ou auraient de meilleures chances d'obtenir une augmentation de salaire s'ils apprenaient à mieux lire, à mieux écrire et à mieux calculer.

Employés et employeurs bénéficient tous deux de programmes d'alphabétisation, et l'amélioration qui en résulte se reflète sur l'économie. Le gouvernement, les éducateurs, les employés et les employeurs ont tous intérêt à concerter leurs efforts pour accroître le niveau d'alphabétisation du personnel.

Approche:

En collaboration avec l'industrie, les travailleurs et les syndicats, le gouvernement appuiera les programmes d'alphabétisation en milieu de travail. Il accordera également son soutien aux organismes membres de la coalition qui élaborent des programmes en consultation avec l'industrie, les travailleurs et les syndicats.

5. Expansion de programmes d'alphabétisation, d'éducation de base aux adultes et d'apprentissage de l'autonomie fonctionnelle

Pour combiner de nouveaux programmes aux services actuels, il faudra appuyer davantage les programmes d'alphabétisation et d'éducation de base aux adultes offerts par le Collège du Yukon, le Yukon Literacy Council et d'autres organismes.

Dans le cadre de la *Yukon Training Strategy* et de la présente stratégie, on reconnaît qu'il est souvent nécessaire d'acquérir des compétences de base autres que la lecture, l'écriture et le calcul pour se faire embaucher ou obtenir une formation plus poussée. Les clients des programmes d'alphabétisation et d'acquisition de l'autonomie fonctionnelle sont souvent les mêmes. Les deux compétences sont nécessaires. Le niveau d'autonomie fonctionnelle dépend du niveau d'alphabétisation et vice versa.

Certaines techniques d'autonomie fonctionnelle sont acquises dans le cadre de programmes d'alphabétisation. Cependant, tout programme de formation doit être conçu de façon que les clients acquièrent toutes les compétences nécessaires pour poursuivre leur formation et leur perfectionnement professionnel.

Approche:

Le gouvernement continuera d'appuyer et d'étendre les programmes existants. La Coalition for Yukon Literacy contribuera à accroître l'efficacité des programmes d'alphabétisation du Yukon:

- en voyant à ce que ces programmes soient bien assortis et se complètent;
- en évaluant les propositions de programmes sans perdre de vue cet objectif.

La coalition encouragera également la collaboration entre ses organismes membres et les aidera à combiner les programmes d'alphabétisation avec d'autres programmes de formation dans le but de satisfaire le mieux possible tous les besoins des clients.

RÉSUMÉ

Les cinq priorités énumérées ci–dessus ne figurent pas en ordre d'importance. Le Yukon abrite un grand nombre de petites agglomérations. De plus, sa population est petite, et son économie peut changer considérablement en peu de temps. Pour être efficace, une stratégie mise en oeuvre au Yukon doit être flexible.

L'ouverture d'une seule mine ou la fermeture d'une seule entreprise peut influer sur une grande partie de la population, voire d'une agglomération entière. Les résidents du Yukon doivent être prêts à saisir les possibilités économiques et de formation lorsqu'elles se présentent et à se perfectionner au besoin.

L'alphabétisation en milieu rural dépend:

- de la demande au sein de l'agglomération;
- des besoins changeants des clients;
- du degré d'appui des citoyens et des organismes communautaires.

Pour que ce soient les projets communautaires les plus efficaces qui reçoivent un appui, on doit concevoir des programmes souples. Comme les ressources sont limitées, il faut adapter les priorités pour être en mesure de répondre aux besoins les plus critiques dans tous les domaines prioritaires et se concentrer sur les initiatives les plus efficaces.

ÉVALUATION

On évalue l'efficacité de tout programme de formation en mesurant à quel point il remplit les objectifs fixés. Dans le cas de la formation professionnelle, on évalue dans quelle mesure le programme répond aux besoins de l'employeur et de l'employé.

L'alphabétisation est difficile à évaluer, parce que l'application des compétences n'est pas directe. En effet, les programmes d'alphabétisation ne sont pas nécessairement offerts en vue d'un emploi particulier. Lorsqu'ils le sont, l'évaluation risque d'être longue et les compétences acquises seront probablement difficiles à dissocier des autres compétences.

De plus, l'alphabétisation est un processus continu. Elle produit certains résultats, notamment l'apprentissage de l'autonomie fonctionnelle, le développement des aptitudes sociales, l'acquisition de techniques et d'habitudes d'apprentissage et de travail ainsi que d'une gamme de connaissances et de compétences.

Toutefois, l'alphabétisation a pour but premier d'enseigner aux clients à lire, à écrire et à calculer. Or, ces compétences sont mesurables. Les outils utilisés à cette fin sont fonction des objectifs du programme d'alphabétisation ou des buts du client. Si l'on vise un objectif pratique, par exemple apprendre à lire un manuel technique, les compétences acquises serviront de mesure. Si l'on vise un objectif plus général, l'outil pour évaluer le niveau de compétence sera également général. Dans les deux cas, les niveaux de compétence au début et à la fin du cours, jugés en fonction des objectifs du programme, formeront la base de l'évaluation. Pour obtenir un appui, les organismes chargés de programmes d'alphabétisation doivent mentionner les outils qu'ils emploieront pour évaluer l'efficacité de leur programme.

RÔLE DE LA COALITION FOR YUKON LITERACY

1. Promouvoir, appuyer et coordonner les programmes d'alphabétisation pour adultes en travaillant de concert avec des groupes desservant une clientèle variée partout au Yukon.

2. Renseigner le ministre de l'Éducation du Yukon sur les programmes d'alphabétisation et les priorités à ce chapitre.

3. Contrôler la mise en oeuvre de la Stratégie d'alphabétisation.

4. Passer périodiquement en revue la Stratégie d'alphabétisation et recommander des mesures pour la rendre plus efficace.

5. Orienter les groupes chargés d'alphabétisation afin qu'ils adoptent une approche coordonnée pour obtenir des fonds.

6. Contribuer à l'élaboration et à la coordination des méthodes d'évaluation des programmes.

YUKON LITERACY STRATEGY

PURPOSE

Everyone has a right to a basic education. Literacy skills are a fundamental part of a basic education.

Not only is literacy an individual right, it is essential to community, social, cultural, and political development. We are a multi-cultural society and literacy in the languages of these cultures is necessary to maintain them.

Literacy training is a societal responsibility, not restricted only to formal education authorities, and is an area in which all agencies, society and individuals have a role to play. Support for literacy education is necessary in all the places it occurs, including schools, colleges, training programs,the home and the workplace.

Improving literacy is part of a life-long learning process. Literacy improvement is a process whose extent, pace, and purpose is determined by the learner's desires, abilities, and necessities. Literacy training must meet the diverse needs of its clients and to do so, a variety of approaches, programs, and delivery agents must be utilized.

All aspects of literacy improvement are worthy of support by educators, training institutions, government, and the public. This strategy reaffirms a commitment of support for the full range of literacy initiatives.

With a broad range of literacy training needs to be met with limited resources, however, some priorities must be set in meeting them in an articulated training system.

It is a fundamental principle that the people of the Yukon are entitled to have the opportunity to acquire basic and functional

literacy. The *Yukon Economic Strategy* lays out as an objective for government to "establish programs so that all Yukoners can achieve literacy". (page 20).

By focusing on providing for this elementary need, this strategy is not overlooking other literacy challenges, but giving priority to the area where the need is greatest.

Without the basic tool of literacy, individuals are forever limited in their educational, training and personal development opportunities. It is of paramount importance to meet the needs of Yukon people in initiating the learning process (Basic Literacy), and to provide opportunities for improving these skills to meet their functional requirements (Functional Literacy).

UNESCO, in its Statement of the International Committee of Experts in Literacy (Paris, 1962), defines Basic Literacy as:

> *A person is literate who can with understanding both read and write a short simple statement of his/her everyday life.*

and Functional Literacy as:

> *The ability to engage in all those activities in which literacy is required for effective functioning of his/her group and community, and also for enabling him/her to continue to use reading, writing, and calculation for his/her own and the community's development.*

These definitions do not encompass all aspects of, and outcomes expected from, literacy. They do not cover all the objectives of literacy programming, but they can serve as basic, but not restrictive, guidelines for a strategy.

Within these guidelines, it is the purpose of this strategy to provide the opportunities for Yukon people to achieve their basic and functional literacy needs and aspirations.

This purpose is consistent with the *Yukon Training Strategy's* orientation to training for the requirements of economic activity. Literacy is a requirement for most economic activity and for most training activities. Functional literacy encompasses those literacy skills that are necessary for the economic pursuits of the individual.

However, literacy is not an isolated skill, but a fundamental component of the overall education of an individual. Adult literacy training needs to be integrated with overall education and training.

Literacy is one component of an overall training strategy, which in turn, is one component of Yukon developmental strategies that are designed to meet the goals of Yukon people. Priorities for literacy training, therefore, must serve the achievement of these goals and be consistent with, and supportive of, the *Yukon Economic Strategy* and the *Yukon Training Strategy.* The Training Strategy is strongly linked to the Economic Strategy, and just as it recognizes that training is one component of an overall and integrated economic and social development program, literacy training must be recognized as one component of an overall and integrated training and education plan.

EXISTING SITUATION

The Yukon has a large portion of population with high literacy skills. This group accounts for the fact that the Yukon has the highest average educational attainment level in the country. On the other hand, a significant portion of the population has very low literacy skills.

This is a result of our history, rather than a direct reflection of educational policy. Nonetheless, it presents a situation that this strategy must address.

The number of individuals in the Yukon who lack basic literacy is difficult to determine with any degree of precision. Accurate estimates are difficult to obtain in the best of circumstances as the lack of literacy skills causes embarrassment which leads people to hide their illiteracy. Therefore, effective surveying techniques are difficult to apply in this case. Estimating the problem is even more difficult in the Yukon than in other places due to a number of factors such as: a highly transient portion of the population, community isolation, the number of languages functionally used in communities, and a resistance to participating in yet another survey or census.

However, we do know that significant numbers of individuals are not literate in English, French, or a First Nation language. We do know that the problem is more acute in rural areas. We do know that, as the written forms of First Nations languages have not been as widespread as English and French, many people who speak only First Nations languages lack literacy skills. We do know that, generally, literacy levels are lower in the aboriginal community than the non–aboriginal community. We also know, that proportionally, literacy levels are lower among French speakers than among English speakers.

The continuing assessment of changing literacy needs is a part of this literacy strategy. On–going assessment assists in determining the priorities and the development of appropriate programs to meet changing needs. It is not a prerequisite to this strategy. A strategy forms a flexible framework within which changing needs can be met.

OBJECTIVES

The *Yukon Training Strategy* sets out the scope of a literacy strategy:

Developing the Skills Necessary for Training

The government will develop a comprehensive Literacy Strategy,

in consultation with other stakeholders, to ensure that all Yukoners have the opportunity to become literate, and to acquire basic education and life skills training in their communities. The strategy will also provide for the following:

- *integration into employment training of the basic skills necessary for the successful completion of training, and upgrading of these skills as further training requires;*

- *development of links between training and employment;*

- *extension of Adult Basic Education and Life Skills training, and integration with jobs skills training;*

and,

- *working with unions and employers to develop and implement work–place literacy programs.*

These objectives for literacy training are extensive. With limited resources they will take take some time to fully accomplish. Priorities set by this strategy will be to implement programs to meet these objectives effectively and serve the greatest needs first.

PRIORITIES

The priorities set below, are not meant to ascribe a greater value to particular literacy programming and purposes over others. Ultimately it is the individual learner who determines the value and purpose of literacy training according to his/her needs. These priorities are meant to target for immediate attention:

- Identified programming gaps;
- Areas of highest need;
- The right of all to attain basic literacy skills;

- The integration of literacy programming within a comprehensive training system; and
- The integration of literacy training with the socio–economic development needs of individuals, communities, and the territory.

1. Community–Based Basic Literacy

As well as being the basis of personal educational development, basic literacy is a fundamental skill that provides access to those most in need of training and employment opportunities. It is, therefore, a basic component of an articulated training system. The opportunity to acquire this fundamental skill must be available in all communities.

The opportunities to become literate in one's home community are limited in rural communities. The need for basic literacy training is also proportionately greater in rural communities. Existing programs do not extend to many rural communities, facilities are often limited, and literacy tutors are less available.

In smaller communities, where numbers are limited, and life–style, economic necessity, and culture often do not lend themselves to formal instruction, structured programming may not be effective. Basic literacy programming in small rural communities is often better delivered by community based organizations making available literacy attainment opportunities that are appropriate for the specific community and its literacy training needs.

Approach:

The Government will support community driven basic literacy programming which is led and maintained by a community–based group and is of an appropriate scale and nature for identified community needs. The training may be

traditional or computer assisted learning. The program must be designed to be evaluatable and all learner progress is to be evaluated. Linkages with advanced literacy training and Community Campus programs is preferred where possible. Support will also be provided for community literacy organizational purposes, tutor/instructor training, and program development provided either by government through other member organizations of the Coalition for Yukon Literacy.

2. Employment Project Literacy Programs

The *Yukon Training Strategy* addresses only skill development that is necessary for economic activity. Literacy is a necessary skill for most economic activity, and in general terms is a skill that is promoted within the context of the YTS.

However, the more directly linked literacy training is to subsequent or concurrent economic activity, the greater the benefit to the individual and to the Yukon. In addition, economic return is an effective motivation for those lacking literacy skills to attain them. Experience has shown that economic opportunity not only provides initial motivation, but increases retention rates, learning speed, achievement and skill retention. The effectiveness and benefits of employment related literacy programs makes them a high priority.

Given the volatility of the Yukon economy, and the *Yukon Training Strategy's* linkage of training to economic activity, taking advantage of the opportunities that will from time to time arise to establish literacy programs with an employment linkage will alter the implementation of other priorities. All parts of the strategy, including its priorities must be flexible if it is to be effective.

New economic opportunities are comparatively few in rural communities and average earnings are comparatively low. Illiteracy is, on the other hand, comparatively high. When economic opportunities do become available it is imperative

that rural residents have the maximum opportunity to benefit from them. Functional literacy programs linked to economic opportunity for rural residents will be considered for highest priority.

Approach:

The Government will support, through its training programming, literacy training required by Yukon individuals for specific employment opportunities in projects in or near their communities, in cooperation with community groups, and potential employers. Developmental and delivery of programming by member organizations of the Coalition of appropriate training components for these purposes will also be supported.

3. Integration of Literacy into Employment Skills Training

Employment training in itself, as well as the employment it leads to, requires literacy and numeracy skills for success. Individuals approach employment training with varying levels of these skills, and for some, the lack of these skills makes immediate employment training infeasible. Nonetheless, successful training and employment require job functional levels of these skills.

Training programs should supply the skills needed by trainees for the purpose of the training. Literacy, numeracy, and life skills appropriate to the needs of the individual to attain the levels required need to be part of an integrated training program, rather than be separate and isolated from their application. The opportunity to gain those skills needed for the individual to achieve his employment goals, rather than to complete a series of prerequisites, often with unessential content, and without immediate application, would provide individuals with immediate access to a less time–consuming

and more goal–relevant training. The motivation for acquiring essential literacy, numeracy, and life skills as part of a direct link to employment would be established, and success in employment training would be improved by adequate basic skills.

Approach:

The government will support the development of integrated programming by Coalition member Organizations, and the integration of literacy training in employment training by deliverers of employment training in the Yukon.

4. Workplace Literacy

Literacy skills are necessary not only as a prerequisite to employment, but in maintaining it, and progressing in one's career.

Many employees do not possess the sufficient literacy skills to be fully functional in their present employment. This results in serious inefficiency to businesses and reduces their productivity and competitiveness.

Other employees, while functional in their present work, do not have the literacy skills to respond to evolving requirements due to technological, market, or organizational change.

Yet others require higher literacy skills to advance in their trades or be trained for more responsible duties that would make them more productive and better paid employees.

The lack of literacy skills in the workplace is detrimental to the employees, employers, and the economy itself. Government, educators, employees, and employers, therefore, all have a stake in working together to improve workplace literacy.

Approach:

The government will support, in cooperation with Industry and Labour, workplace literacy programming. It will also support the development of appropriate programming by Coalition member organizations in consultation with Industry and Labour.

5. Expansion of Literacy Training, Adult Basic Education, and Life Skills Training

The above priorities imply an expansion of literacy and Adult Basic Education in themselves. However, the on–going programming already being regularly delivered by the Yukon College, the Yukon Literacy Council and other organizations to meet present demand and potentially increased demand arising from a more active approach to increasing literacy levels, will require enhancement, especially as present services are integrated with new initiatives.

The integrated approach to meeting the training needs of Yukon people outlined in the Yukon Training Strategy, and in this strategy, must recognize that other basic skills as well, as literacy and numeracy, often need to be acquired in order make transitions into employment and further training. The clientele for basic literacy and these Life Skills are often the same, and they are equally needed at the starting point of a training process. The utility of literacy training is often dependent on adequate Life Skills and visa versa.

The acquisition of some Life Skills is accomplished through literacy training itself, but provision must be made in any integrated training program to ensure that the individual has the appropriate skills to continue his/her training and career path.

Approach:

Government will continue to support, and build upon existing programming, and through the Coalition for Yukon Literacy, work to coordinate new and existing programming, establish closer linkages and cooperation, and integrate literacy and other training to best meet the complete training needs of Yukoners.

SUMMARY

The five priority areas for literacy initiatives in the Yukon listed above are not necessary in order of precedence. In a small jurisdiction such as the Yukon, with small communities, relatively small population, and with an economy that has very significant changes in very short time frames, flexibility is not only desirable and more feasible than in a larger jurisdiction, but also essential for an effective strategy.

A single mine opening or a single business closing affects a significant portion of the population and entire communities. Flexibility is necessary to ensure that Yukon residents are prepared for economic opportunities that arise, and retrained for alternate employment when it becomes necessary.

The pace of the conduct of literacy training in rural communities is determined by the demand within the community, the changing motivating factors of clients, and the preparedness of community members and organizations to drive initiatives. Flexibility is required to ensure that the most effective community initiatives receive timely support.

The limitations on resources to deal with a widespread need also demands that priorities be flexible enough to meet critical needs at critical times in all priority areas, and that resources are directed to ensuring the most effective literacy training is accomplished.

EVALUATION

The effectiveness of any training is measured by how well it achieves its purposes. In employment training, the criteria is how well it meets the requirements of the employer and employee.

Literacy training is difficult to evaluate in this manner as the skill application is not as direct or measurable. Not all literacy training is undertaken for a specific job, and where it is, it is some time before it can be evaluated and difficult to evaluate in job performance in isolation of other skills.

In addition, literacy training has no natural end–point where it can be said that training is completed: it is a continuum. Literacy training also has a number of outcomes, including socialization and life skills, learning and work techniques and habits, and a variety of knowledge and skill sets learned through the material.

However, the basic purpose of literacy training is still improving literacy levels, which are measurable, and these are the criteria of evaluation of literacy training. The appropriate measuring instruments are determined by the objectives of the literacy program, or the literacy objective of the learner in undertaking the training. If the purpose is practical, like gaining the ability to read a parts manual, then that ability is the standard of measure. If the purpose of literacy training is general, then a measure of attainment is still possible. In either case, comparative intake levels and output levels according to the literacy objectives of a program will form the basis of evaluation. Appropriate measurement techniques for the attainment of objective will be described in any supported literacy program.

ROLE OF THE COALITION FOR YUKON LITERACY

1. To promote, support, and coordinate adult literacy programs by working with groups serving a variety of clientele across the Yukon.

2. To advise the Yukon Minister of Education on literacy programming and priorities.

3. To monitor implementation of the Literacy Strategy.

4. To periodically review the Literacy Strategy and recommend measures to make it more effective.

5. To provide a channel for literacy groups to take a coordinated approach in obtaining program funding.

6. To assist in the development and coordination of program evaluation.